



Cromwell Public Schools
"Placing Students First"
www.cromwell.k12.ct.us

Central Administrative Offices
PH: 860-632-4830

9 Captain James Mann Memorial Drive

Cromwell, CT 06416-1398
FAX: 860-632-4865

Dr. Enza Macri
Superintendent of Schools
860-632-4839
Michele DiMauro
Director of Human Resources
860-632-6043
Dr. Keri MacLean
Director of Curriculum & Instruction
860-632-6047

Sari O'Leary
Director of Student Services
860-632-4831
Ann Burke
Director of Financial Services
860-632-4837
Melinda St. John
Director of District Operations
860-632-6048

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To Whom It May Concern:

The educational leadership of Cromwell Public Schools recognizes the need for improvement in curriculum development, assessment and instructional practices related to early literacy. We strongly believe in the tenants of the Science of Reading and believe that students should be reading by the end of grade 1 and reading independently by the end of grade 3.

As a district, we have done a full audit of our current curriculum and have established areas of improvement and a plan to address them. We believe in a strong literacy program and believe that a model curriculum should be developed by the CSDE, similar to what was done with the Black and Latino Studies curriculum. This curriculum should be developed by literacy experts with goals, objectives and strategies around what students need to know and be able to do at each grade level which can be used by districts that do not have the capacity to develop their own.

As a district, we have begun training our teachers and leaders in the Science of Reading and have developed a comprehensive curriculum framework that addresses each of the essential components outlined in the Science of Reading. We believe that our plan should be seriously considered and that we do not currently have a need for a packaged program. We know the professional development needs of our staff and have established a strategic plan to address supplementation and improvement of our current model.

In addition to a well developed curriculum model, we will need reading tutors and reading teachers that can help to support the work during implementation as well as provide services to support our struggling readers. To address these deficits, we need additional tier two and tier three support to be mandated/funded as part of the Right to Read Legislation.

As educational leaders, we strongly believe that the solution to the reading deficits is not a commercially packaged program. This approach de-professionalizes our teachers and curriculums specialists and does not allow us to address the needs of our students at the local level. The millions of dollars it will cost to do this is not only unnecessary, but is not what we, as professionals, believe is the highest leverage strategy to improve reading proficiency in grades K-3.

We believe in teaching the child- NOT the program! Thank you for your time.

Sincerely,



Dr. Enza Macri
Superintendent of Schools
"Placing Students First"
Cromwell Public Schools
9 Captain James Mann Memorial Drive
Cromwell, CT 06416
Office: 860-632- 4838
Fax: 860-632-4865
emacri@cromwell.k12.ct.us